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17. ABSTRACT (MAX. 250 WORDS)

-The interim report of research and evaluation of activities being carried on in the Oakland Public Schools was presented. Two areas were considered: condensations of complete studies, and progress reports on ongoing research.

The activities covered were the Central Research Operations (surveys and library services), Kindergarten Language Awareness Program at Stonehurst Elementary School, First Grade Reading and Language Development Program at Stonehurst Elementary School, Third and Fourth Grade Language Development Program, Special Instructional Programs at Madison Junior High School, Elementary School Library Programs, Language Enrichment Program at Stonehurst Child Care Center, Interagency School Project's Counseling Program at Elementary and Junior High School level, School-Recreation Language Arts Development Program, An Experiment in Intergroup Attitudes, and Group Counseling for Boys in the Elementary School.

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City of Oakland

INTERIM REPORT OF RESEARCH AND EVALUATION ACTIVITIES

This interim report is in two parts: condensations of completed studies, and progress reports of ongoing research. The condensations are abstracted from the original submissions, and designed to reflect the style and the conclusions of the authors. The detailed data are attached as appendices.

The central research staff has not provided interpretive materials for individual studies nor have we woven the individual efforts reported here into a whole fabric. Any attempt to provide an interpretive statement prior to the completion of the community survey would be premature, for we may be compounding serious errors if we interpret our present intervention in relation to characteristics assumed from 1960 census data. The final report of the project should discuss the studies in relation to the state of knowledge in the field, as well as the implications of the research. We are beginning to plan for such interpretation at a later point in the project. As part of planning for an interpretive document the need for budgeting an adequate amount of research staff time for this function should be kept in mind.

Detailed reports are not included for some of the programs, as they are in the process of final data collection and treatment, and will be presented at the next scheduled report period. Preliminary research designs for some of the new programs have also been omitted.

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City of Oakland

CENTRAL RESEARCH OPERATIONS

1. CASTLEMONT DISTRICT COMMUNITY SURVEY - PROGRESS REPORT

A draft of the questionnaire for the Castlemont survey was submitted to the Ford Foundation in September. The questionnaire is being revised for retest, and field work should start the second or third week in November.

A probability sample of approximately 1500 households, comprising some 4500 individuals, has been drawn to represent the 20,208 households in the Castlemont area south of MacArthur Boulevard (the area north of the Boulevard was excluded as being atypical of the area we are attempting to serve). The sample will provide data not only for the total area it represents, but also comparisons between the critical section south of East 14th Street and the somewhat less depressed section to its north. Additional descriptions and comparative data should be available for such demographic groups as:

Negroes -- whites -- others

Newcomers -- longer term residents

Upper income -- lower income persons

Better educated -- less educated

Employed -- underemployed -- unemployed

Older -- younger persons

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2. CENTRAL INDEX AND LIBRARY - PROGRESS REPORT

At the time of the last report the central research staff felt that two files of data would be collected. They were:

a. A master file of all clients served by participating agencies.

b. A special library of publications which are the legitimate concern of the project or its member agencies.

With reference to the first file, it was decided that a file of all clients would not be developed for the following reasons:

a. That the cost and time to be expended on such a project would be considerable. If such an index were to be compiled and maintained, substantial financial support would be necessary for the agency undertaking this project.

b. That although all participating agencies could, <u>theoretically</u>, benefit from an index in practice, few would use it.

c. That the collection, organization, and maintenance of such a file is not a proper function of a research department. This department will be available for consultative services on design and processing of such an index if another agency wishes to undertake the task.

With reference to the second file, the research staff has established and is operating the special library. To date the library contains over 700 pamphlets and reports plus more than 50 books dealing with the problems which are the legitimate concern of the Oakland Interagency Project. All publications are appropriately housed and are cataloged by subject heading. At present the research staff is engaged in developing a communication system with agencies who are working on problems with which the Oakland Interagency Project is involved. Additionally, we are making private and public agencies aware of the existence of the library and are making available the use of Interagency Project resources.

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3. OUTLINE OF PROPOSED RESEARCH PROJECT SURVEY OF DECISION MAKERS - Progress Report

BACKGROUND OF THE PROBLEM

As was reported earlier one of the major objectives of the Interagency Project has been to increase services offered to citizens living in the project area. The purpose of this phase of research is three fold:

1. To determine the agency executives' perceptions of changes in services to clients of their agencies.

   a. To determine executive committment to maintaining these services.

2. To determine the extent to which influential lay people have become aware of the changes that have taken place in participating agencies since the beginning of the Oakland Interagency Project.

3. To evaluate the change in policies and structures of participating agencies since the beginning of the Oakland Interagency Project.

STATEMENT OF THE PROBLEM

Specifically the problem we intend to investigate is the way in which executives' perceptions of their own agencies may have changed since the beginning of the Oakland Interagency Project.

There are seven areas which we have selected for investigation:

1. Have there been changes in the services offered to clients of participating agencies?

2. Have there been changes in the programs of participating agencies?

3. If changes exist, how committed are the executives to their continuance?

4. Have there been changes in agency structures since the beginning of the project?

5. Have there been changes in the internal policies of the agencies?

6. Have there been changes in inter-agency relationships?

METHOD

To gather the data necessary to answer these questions, the research staff intends to recruit and train members of the Project's Citizens Advisory Committee as interviewers. This committee is composed of a number of influential lay people. It is felt that if they interview agency executives, they will, in the process of data collection, become aware of changes which have taken place in the various agencies.

The instrument which the interviewers will use will be an open-ended questionnaire. Examples of questions to be asked are as follows:

1. Are there services to clients which are now being offered by your agency which were not offered at the time the project began?
   a. If yes, please specify.

2. What new programs has your agency undertaken since the beginning of the project?
   a. Please describe.

3. Do you intend to ask your funding body to continue any of the initiated programs?
   a. If yes, which ones?

4. Have there been changes in the structure of your agency? That is, have departments, sections, etc., been added, dropped, or changed in size since the beginning of the program?
   a. If yes, please specify.

5. Has the percentage of minority group employees in positions of responsibility changed since the beginning of the project?
   a. If yes, in what ways?

6. Since the beginning of the project has there been any modification in interagency coordination?
   a. If yes, please describe.

7. What are your general impressions of the worth of this project?

We anticipate that interviewing will take place in February of 1965 and that the interviews will take approximately one hour to administer.

ANALYSIS

The unique character of each agency and the lack of possible controls prohibit any sort of controlled experiment. Thus, the study should be considered exploratory in nature. From the answers supplied, we may be able to make suggestions for further action and research.

10/2/64/mm

City of Oakland

REPORT OF EVALUATION OF KINDERGARTEN LANGUAGE AWARENESS PROGRAM AT STONEHURST ELEMENTARY SCHOOL

Condensation

INTRODUCTION

The primary objective of this program has been to demonstrate the effectiveness of introducing certain language concepts at kindergarten which are not normally included at that level. This program, which is part of the total Interagency Reading and Language Development Program in the Project elementary schools, is based on an interest in maximizing the acquisition of language skills in the early grades and in establishing the readiness for, or the foundation for, beginning to learn to read.

Although formal reading instruction, per se, was not begun with these kindergartners, special efforts were given to making the children aware of their speech habits, letters, words, and sentences. Activities included simple class newspapers, word games, simple stories, and listening to interesting speech patterns. Visual and auditory discrimination skills were emphasized. Children were encouraged to be aware of spacial placements and letter configurations. Training in sound discrimination as a foundation for later formal phonics training was emphasized, also.

PROBLEM

The purpose of the present limited evaluation effort is to ascertain the effects of this augmented program of language awareness in the kindergarten on the reading readiness of the children involved. The question which might be -- Did children in the augmented language awareness program score significantly better on the reading readiness test and in teacher ratings of readiness than comparable children in other classes?

METHOD

There were five kindergarten groups at Stonehurst during the 1963-64 school year. Two full-time and one half-time kindergarten teachers had groups of approximately the same size. In the fall, kindergartners were generally assigned to one or another class on a random basis.

The Lee Clark Reading Readiness Test was administered to all five sections of the kindergarten at Stonehurst in May 1964. In all instances the regular classroom teachers did the testing. The Lee Clark Reading Readiness Test samples certain perceptual and conceptual skills which have been found prerequisite to readiness to learn to read.

In April teachers at Stonehurst kindergarten program were asked to rate their students on an eight point scale on expectancy of success in learning to read in first grade (see attachment #1). These ratings fell into four expectancy categories - "excellent", "good", "poor", "fair". Two numerical ratings were included in each of the categories. In this way the "poor" category had values of one and two, "fair" - three and four, "good" - five and six, "excellent" - seven and eight.

FINDINGS AND CONCLUSIONS

Although the design and comparisons in this evaluation study are limited, the magnitude of superiority of the language awareness group on the Lee-Clark Reading Readiness Test is significant at the .01 level. More comprehensive test information might give a more reliable demonstration of any superiority which may exist. This evidence forms only a partial foundation for establishing experimental program superiority. It would be highly desirable to instrument a replication of this program with a more elaborate sampling design and/or provision for comparison groups.

An analysis of the teacher ratings of expectancy success in learning to read in first grade fails to meet the requirement of statistical or practical significance but does follow the trend established by the reading readiness test scores. The numerical values of these ratings fall within the good expectancy category as was the case with the test scores.

A serious limitation to this evaluation is the fact that although the program itself was intended to augment the development of children's total language patterns and skills our present evaluation was limited to a single test of reading readiness and a global teacher rating.

There is a strong suggestion that introduction of a language awareness program in kindergarten level may be effective in promoting readiness for learning to read in first grade. This conclusion is predicated on the predictive validity of the Lee-Clark Reading Readiness Test.

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City of Oakland

REPORT OF EVALUATION OF FIRST GRADE READING AND LANGUAGE DEVELOPMENT PROGRAM AT STONEHURST ELEMENTARY SCHOOL (1963-64) Condensation

INTRODUCTION

Objectives of the Program

This program was designed to maximize the acquisition of language skills in the primary grades. The teachers involved have attempted to develop and demonstrate new methods in dealing with the educational deficiencies characteristic of many culturally handicapped pupils found in this and other schools in the area.

Although major emphasis in this program has been devoted to reading, other language skills, e.g., oral discussion, written discussion, and listening, have been stressed. The particular methods used in language instruction have also been recommended by the developing teachers for use in other subject areas. In this sense, part of the emphasis of the program has been in the development of techniques themselves exclusive of content.

Description of Program

The basic characteristics of instruction in this language development program have been heavy use of opaque projectors, tape recorder, wide diversity of type of activities and a wide use of pupil-available materials. It was felt by the teachers that the use of the opaque projector eliminated the need to have class sets of various materials to which one wished to expose these children. Thus, they found that expensive or otherwise difficult to get materials could be used with an entire class with only one copy.

The teachers noted that slower readers seemed less likely to feel defeated. Many of these poorer readers appeared not to manifest the usual amount of anxiety and embarrassment found in young children having difficulty in their beginning attempts at learning to read. In general, individuals were less likely to feel anxious over being singled out by mistakes. This was especially true in the heavy use of choral reading.

The choral reading facet of the program was also thought to be beneficial in that it presented simultaneous auditory-verbal pairing of stimuli even if a particular student were not able to read material independently.

It may be noted that this class had two teachers during the course of the year. Each teacher instructed the class for the period of one semester. Although this demonstration suffers from the lack of a wide instrumentation, i.e., replication, the use of more than one individual in the implementation of the particular techniques perhaps serve to remove some of the possible "uniqueness factor" in a single demonstration. In other words, a group of replicable techniques has been applied by two individuals.

METHOD

Selection of Groups

An experimental group was selected with the following racial characteristics: 15 (58%) Negro, 1 (4%) Indian, 3 (12%) Spanish, 1 (4%) Portuguese and 6 (23%) other Caucasian. A control group was selected and matched for age, sex and Lee Clark Reading Readiness Score. They were found to have the same diversity of race as the experimental group. An additional comparison group was the remainder of the first grade class within the same school as the experimental group.

Testing for Evaluation

The following tests were administered to the children in the study: the Lee-Clark Reading Readiness Test, the Gates Primary Reading Test, the Lee-Clark Reading Test-Primary and the Kuhlmann Anderson Intelligence Test.

FINDINGS AND CONCLUSIONS

The experimental group's performance was clearly superior when compared to the rest of the school's first grade and a control match group. In all cases there is a statistically significant difference between the mean achievement levels of the groups.

With no other comparison groups taken into consideration one cannot help but be impressed with the marked proportion of students succeeding and receiving grade level or above scores on the achievement tests used in the study. This was particularly true in the experimental group but also true for the control match group and the school first grade as a whole.

There is evidence that the group of techniques used by these teachers was instrumental in enabling a greater proportion of students to achieve at or above grade level than would normally be expected.

The achievement test scores of the experimental and comparison groups indicate that considerable success in reading achievement can be attained by children in these schools.

Positive results such as those would strongly suggest a wider demonstration and instrumentation of these techniques to ascertain more fully their true values.

10/2/64mrc

City of Oakland

REPORT OF EVALUATION OF THIRD AND FOURTH GRADE LANGUAGE DEVELOPMENT PROGRAM

Condensation

INTRODUCTION

The dominant role in reading skills in the determination of students' future is highlighted in the proposal to the Ford Foundation. "...ability to read is a fundamental skill essential for success in school and out. The prevalence of reading disability and its serious implications justify a mass attack on this educational deficiency."

The objectives of the program may be summarized as follows:

To provide opportunities for third and fourth grade students, who have potential in terms of mental ability and behavioral stability, to close the gap between their retarded reading achievement and language development and reasonable grade expectancy, i.e., performance at or above grade level, which might well be the expectancy for average and above average ability students.

PROBLEM

The basic questions posed for this evaluation were: (1) What were the effects of attendance in the reading and language development classes on the achievement of these students, especially the reading and spelling achievements? (2) From detailed interviews with parents concerning the family backgrounds and present home situations, is it possible to find any characteristics, disturbances, or problems which might be related to reading problems?

METHOD

At the beginning of both school years third and fourth grade students at both Project schools were tested in the fall with the Kuhlmann-Anderson Intelligence Test and the Stanford Primary Achievement Best Battery. The Stanford Achievement Test was repeated again in the spring making possible an analysis of before and after test results. Form C of the Kuhlmann-Anderson test was used at the third grade; form D was used for the fourth. Parallel forms of the Stanford Achievement battery were used for testing third and fourth graders as follows: Form K - fall, 1962; Form L - spring, 1963; Form J - fall, 1963; Form M - spring, 1964.

The teacher at each school instructed two groups of students each day - one group in the morning and one group in the afternoon. During the two hours in Project classes they received all language arts instruction. Both years' three groups of third graders and one group of fourth graders were in the Project program. Class sizes varied between 15 and 20.

The program at each school was slightly different but both were characterized by an emphasis on provision of a great many first-hand experiences for the students.

In general, the criteria for placement were as follows: one year retardation in reading score below C.A. and/or M.A.; average or above intelligence; a reasonable expectancy of attendance stability; acceptable behavior; recommendation of teachers; recommendation of principal; and consent of parent or guardian.

Control matches were selected for the Project students based on similarity in sex, chronological age, intelligence, and average reading scores. In almost all cases matches were possible within the limits of plus or minus four or five months or points of score.

Detailed interviews were conducted with the parents of all the students by the Project counselor and the information obtained was recorded on a "face sheet".

Teachers were asked to react to various aspects of the program and to indicate their ratings in certain areas.

FINDINGS AND DISCUSSIONS

Face Sheet Data 1962-1963 Program

The information obtained on family characteristics and home conditions fails to highlight any particular problems evident in the background or surroundings of these students. They do not come from homes characterized by severe overcrowding, economic deprivation, or absence of critical family figures. The fact that these types of problems have not evidenced themselves in the interview records obtained by the Project counselors is not surprising in light of the selection criteria, e.g., reasonable assurance of continued attendance and a somewhat established record of behavioral stability and cooperation.

One Year Test Results - 1962-1963 Program

The basic comparisons which will be made are with control matches over the testing interval of seven school months.

The Project experimental group appeared to have slightly lower average intelligence than the remainders of the respective third and fourth grade classes.

Despite efforts to match the experimental and control groups as closely as possible the control students were found to have scores slightly higher in all areas.

The overall picture is a positive one for all groups. Gains over the seven-months' interval were substantial. Many of these gains exceeded two times that which might normally be expected over this period of time. This was particularly true in the data for Project School One. This school was the one in which all students in the Project classes were taken from the third grade, which made possible the greatest class load reduction for regular classroom teachers. For all groups the greatest gains were made in the areas of the reading tests.

Two Year Follow-up 1962-1963 Program

The two-year follow-up testing on 47 experimental subjects and 43 control subjects yielded 35 matched pairs for this analysis.

Differences between mean gains for experimental and controls had been maintained in reading at the end of the second year, The significance of the gain differences in paragraph meaning and word meaning easily reached the .01 level. The difference in the mean gain in the area of spelling scores (fourth graders only) failed to achieve statistical significance.

One Year Test Results - 1963-1964 Program

Comparisons between experimental and control pupils result in statistical significance in favor of the experimental group in the two reading sub-tests and arithmetic reasoning.

Questionnaire Results

Concerning the questionnaire completed by third and fourth grade regular classroom teachers, it may be stated that the program was well received, was rated as being effective, and teachers wanted to have this type of program continued.

The progress during the 1963-1964 school year program was consistently better than during the 1962-1963 program. This fact would suggest that procedures, or combinations of procedures, used by the Project teachers became more refined or highly developed during the second year.

The facts that the 1963-1964 program students made approximately one and one-half years reading gain during seven months and made better progress than control matches would commend further utilization of some of the basic techniques demonstrated by these teachers.

These techniques might be very useful to others attempting to meet the challenge of retardation in reading achievement with students in areas of racial and cultural diversity.

Using the 1963-1964 results, simple addition of grade score gain values to the baseline grade score values reveals that the experimental group was only three to four grade placement units behind grade level expectancy in reading at the end of the year as compared to from eight to ten such units in the fall. The control group, while making good gains, is no closer to attaining grade level expectancy than they were at the beginning of the year.

In the test score results for the two-year follow-up of the 1962-1963 program some positive indications are evident. The time interval between the two tests is approximately 1.7 school year units. That is approximately what the project experimental group gained in the reading area. Approximately one year gain was noted by May 1963, after seven months. During the following year, month-for-month gains were apparently made.

The two year interval gains made by the controls, who composed the 35 matches, were somewhat less. The difference between mean grade scores in fall 1962 and spring 1964 were not much larger than had been noted for the entire control group (N = 56) a year previously, spring 1963.

The comparison of the 35 Project students and 35 control matches would suggest that certain foundations were laid, attitudes were formed, and/or skills learned during the year's attendance in the Project classes which continued to facilitate or encourage progress during the second year since they continued to move ahead while controls continued to become more retarded because they failed to make month-for-month progress. There is no evidence in this data to suggest any experimental group tendency to regress, i.e., lose gains made while in the special program.

The regular teaching staffs at the Project schools reacted favorably in their ratings of the Project reading and language development classes.

CONCLUSIONS

1. Evidence has been presented indicating that programs were instrumental in helping third and fourth grade students to bring achievement levels much closer to grade expectancy.

2. There is a strong suggestion that the effects of the program are not temporary as indicated by two year longitudinal information.

3. The long-term superiority of experimental student gains over control matches suggests that all the benefits which may accrue may not be evident at the end of a seven-month interval but manifest themselves with the passage of time.

City of Oakland

REPORT OF EVALUATION OF SPECIAL INSTRUCTIONAL PROGRAMS AT MADISON JUNIOR HIGH SCHOOL FOR THE SCHOOL YEARS OF 1962-1963 AND 1963-1964

Condensation

INTRODUCTION

The program at Madison Junior High School during the school years 1962-1963 and 1963-1964 has been designed to improve the achievement of the students in the area of language arts. The programs during these two years have taken somewhat different forms but the over-riding emphasis has been to maximize the acquisition of reading and language skills.

PROBLEM

A number of benefits may have resulted from the presence of the Project class at Madison Junior High School. However, the present evaluation efforts are limited to attempting to answer the following questions.

A. Was the 1962-1963 "core type" program, which utilized the team-teaching approach with major emphasis on language arts, successful in changing the depressed achievement status of these fifty-two Project pupils?

B. Did the Project reading program during 1963-1964 have a significant effect on the achievment of the seventh grade students at Madison Junior High School? Was average or better than average achievement in reading made by these students during the course of the school year?

C. What were the reactions of the parents of students receiving special instruction in the Project program? Did these parents in general feel significant benefits resulted from the program?

METHOD

During the first year of the Project at Madison Junior High School the equivalent of two remedial positions were added to the staff. This allowed the formation of special "core program" classes for students meeting certain selection criteria.

Teams of two or three teachers provided the appropriate instruction and major emphasis was focused on instruction in language arts. The objective in this program was to bring normal ability students, who were performing at approximately one year below grade level at the inception of the program, up to grade level in basic skill areas. Another class sponsored in part by the Interagency Project was a "vocational readiness" class for a group of twelve ninth graders. These students were considered very likely to be leaving school before completion and yet lacked very fundamental skills necessary for minimum success on the labor market. The program attempted to provide these students some rudimentary skills prerequisite to any employment.

1963-1964 Seventh Grade Reading Program at Madison Junior High School

The organization of the Project provisions at the junior high school was changed

during the second year for the primary purpose of affording service to greater numbers of students. Under the new system, all of the seventh grade class (approximately 290) received special reading instruction in Project reading classes. This was accomplished through a unique team-like effort including five regular seventh grade English teachers and a Project reading specialist.

Another aspect of the Project program was the weekly reduction in regular class loads so that regular classroom English teachers would have more time for individual instruction, consultation, careful evaluation of students' work.

Weekly conferences were scheduled for program discussions between individual regular classroom teachers and the Project reading specialist.

Instruments Used to Measure Achievement and Ability

As part of a state-wide testing program, the Sequential Test of Educational Progress and the School and College Ability Test are routinely given to various grade levels in specified schools throughout the city. In most part the Sequential Test of Educational Progress(STEP) and the School and College Ability Test (SCAT) results used in this report were obtained from the routine survey test administrations. The STEP tests are nationally normed instruments used to measure various areas of academic achievement.

The Gates Reading Survey, which has three sub-sections including speed, comprehension, and vocabulary, was selected for supplemental testing during the 1963-1964 program. This was to give the teachers and reading specialist immediately available information for program planning.

Testing and Data Collection on 1962-1963 Program

Subjects:

The fifty-two students selected for placement in the special core program during this project year were of average or above intelligence and had achievement test performance falling one or more years behind mental and/or chronological ages. Certain guarantees of cooperativeness were also required and particular care was given to interviewing the parents of these students to explain what the program would involve.

Testing:

STEP and SCAT test results obtained in the early fall of 1962 and again in the early fall of 1963 provided the basic achievement and ability results. In October, 1962, STEP Form 3A and SCAT Form 4A were administered. In October, 1963, STEP Form 3B and SCAT Form 3B were administered. Analysis of results was done using converted score units.

Comparison Group:

Project student results were compared with the performance of the total grade level corresponding to each of Project sub-sections.

Parent Questionnaires:

Questionnaires were mailed to parents of 1962-1963 Project students in the fall of 1963. Of the forty-four parents who were in the Bay Area, 64% responded.

1963-1964 Seventh Grade Program

All seventh graders enrolled at Madison Junior High School during the school year 1963-1964 attended Project classes for a portion of the year.

With subsequent reorganization of the program because of unsatisfactory gains on the vocabulary and comprehension sub-tests, one sees a loss of approximately one-half of the original fifteen grade placement units in speed. In a September to May comparison the group has maintained only seven grade placement units in speed. Q-3 (7th percentile) figures increased approximately one year for this period. Q-1 (25th percentile) changes were greater--thirteen grade placement units.

Median comprehension test scores failed to show appreciable change during the period September to February, but do indicate an eight grade placement unit gain by May. The Q-1 and Q-3 figures changed in approximately the same magnitude.

Vocabulary results showed an obvious lack of desired change in median and quartile figures. The median was one unit lower at the end of the year.

During the eight school months median scores increased eight grade placement units in comprehension, seven grade placement units in speed, and decreased one grade placement unit in vocabulary. A rough combination of median figures on the three sub-tests into a single reading achievement index would clearly indicate that at the end of seventh grade this group of students are on the average still at least one year retarded in reading achievement.

DISCUSSION

The 1962-1963 Project students made test score progress no better or worse than their non-Project class peers. It is possible that certain influences of the Program may not have evidenced themselves. Subsequent followup on Project students is planned and will be of considerable interest. If, in fact, certain attitudinal shifts have been effected and/or certain skill foundations have been layed during the first year, it would be reasonable to expect subsequent changes in achievement progress patterns.

There are some strong suggestions of the presence of student attitude improvement and increased frequency in reading in responses on parents' questionnaires.

In general, these parents were highly appreciative of the compensatory education efforts being provided at these schools. They were very positive in their estimates of the beneficial influences of such classes. It is not unreasonable to suspect that these students, who have improved attitudes toward school and reading, and whose parents are more supportive of school programs, will gain momentum in their progress in schools in subsequent years.

In regard to the 1963-1964 program, the variations in sub-test results may be due in some part to the actual content of the program and its instructional techniques. Major emphasis on vocabulary development per se was not present in the Project classes or in the regular classes over the year. Usual efforts at building background readiness for stories and introduction of new words to be found in the filmstrips and/or book material was given but a special program of vocabulary instructional

development was not evident. Without question these results, i.e., dimunition of one grade placement unit in median scores for the year, indicate that it is an area of instruction which should be carefully considered for supplementary efforts.

CONCLUSIONS

1962-1963 Program

1. Students in the 1962-1963 Interagency core program at Madison Junior High School made what may be considered normally expected progress for this type of socio-economic level school during the school year.

2. There were no significant changes in mean percentile standings after a year in the core Project program.

3. Positive attitude changes and increased reading habits, suggested by the responses of parents to questionnaires presented to them, are evidences of program benefits.

4. There are positive indications of support for the Interagency Project program by the parents of the pupils involved in the core program.

1963-1964 Program

5. Seventh graders in the 1963-1964 seventh grade program made satisfactory progress in the speed and comprehension sub-tests over a period of eight school months.

6. The decrease in vocabulary median scores should be a cause for concern and possible compensatory instructional efforts.

7. There is no indication from these test results that the program was instrumental in bringing the group, as a whole, closer to grade level than they had been at the beginning of the year.

8. There is some evidence that achievement levels in this junior high school do not deviate significantly from the general expectancy indicated by aptitude and ability scores.

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10/2/64

City of Oakland

REPORT OF EVALUATION OF FIVE SELECTED STUDY CENTERS - SCHOOL YEAR 1963-1964.

Condensation

INTRODUCTION

From its inception the purpose of the study center program has been to provide a place outside regular school hours where students may have a quiet place to study and to read and for those who need help with their school work. The first center opened in November, 1962, for junior high school age students at Madison Junior High School. From this beginning the program has now expanded to 17 centers involving over 1000 students per week who are being helped by about 350 tutors. Of these tutors approximately 275 are high school students who are paid $1.00 an hour for tutoring two to three hours per week.

About one-half of the centers are financed by the Interagency Project funds, the other half by the general school district budget. The only cost in addition to the payment of our high school tutors is the paying of a coordinator at each center. In every instance this person is a teacher at the school where the center is located. He or she is paid on an average of $50.00 per month to assume the responsibility of all aspects of the program. This coordinator is crucial to the success of the center. It is estimated that a center open two times a week costs approximately $1,000 per year; to put it another way it costs approximately 25¢ per hour for each student who receives help. Since it was not possible to evaluate the program in all centers thoroughly, it was therefore decided to select five centers representing a variety of geographic locations, organizations, and structures for study. Four of the centers served fifth and sixth grade students; one also included seventh grade students. They were open either one or two evenings a week. Attendance was voluntary.

PROBLEM

The purposes of this report are both descriptive and evaluative in nature. The areas of inquiry were guided in part by certain questions Project staff formulated through contacts with the study center program. Others, however, represent inquiries of interested lay and professional observers.

The areas of investigation are outlined by the questions which follow:

1. What types of students attend the study center programs?
2. What has been the reaction of students to the study center program? Do they feel that the attendance at study centers has had a beneficial influence on their school progress?
3. Have the grades of these students shown significant improvements over the period from report period one to report period four?
4. What have teachers' reactions to the study center been? What areas have they considered to be most beneficial and would they recommend the continuation of such a program?
5. What types of reactions have parents had regarding the program? In what ways have they felt the program has been beneficial?

METHOD

Subjects and Centers Studied

The introductory section mentioned that it was impossible to evaluate thoroughly all seventeen centers. The five centers selected were considered by the coordinator of the program to be representative of the program as a whole. Latitude in the organization and policies of the study centers was allowed in order to provide for the special needs of individual schools or communities.

In the five centers 276 students were identified by the study center coordinator as meeting the evaluation study definition of a "regular attender." This definition was that the student had attended 75% or more of the sessions between the program's inception in October and the spring vacation. Questionnaire responses were obtained from 253 of these 276 fifth and sixth grade students. An additional sample of 75% attenders was selected at one center at the seventh grade level. The size of the sample was 50 students. Questionnaire responses were obtained from 46 of these students.

It was found that 32 fifth and sixth grade teachers' classes contributed all of these study center attenders. Questionnaire responses were obtained from 100% of this teacher sample.

Study center coordinators were asked to send home a questionnaire to all parents of the students attending the center. It was not possible to ascertain the total number of parents in this universe since, in many instances, two or three children may have come from the same home. Therefore, one would not expect responses from 253 fifth and sixth grade parents or 50 seventh grade parents. It is estimated that the 158 parent responses represent at least 200 of the students involved in the study.

Teacher Ratings of Study Center Attenders

Cards were distributed to teachers of these regular study center attenders, and the teachers were asked to give a global rating of the student's scholarship standing and his citizenship.

Collection of Grade Information on Fifth, Sixth and Seventh Grade Students

Project secretaries visited the appropriate schools at the end of the school year and obtained the grades for experimental and control pupils. The first and fourth report card grades were noted for six academic areas, citizenship, and work habits. The six academic grades used to compute a grade point average were reading, written language, spelling, arithmetic, social studies and listening. Citizenship and work habits have been treated as separate grades. Of the original sample of 276 regular attenders, complete grade information was obtained for 192 pupils. Loss of report cards, moving of families, and related problems contributed to the loss in cases.

A comparison group was selected by the following procedure. After the report cards of the study center attenders had been extracted the class groups of report cards were sampled in the following manner. The first and every sixth report card thereafter was selected as a control report card. In this manner it was possible to obtain a random sample of 153 students.

DISCUSSION

The reception of the study center program by students, parents, and teachers has been an enthusiastic one. With the information compiled in this evaluative-descriptive study, previous assumptions regarding the students have been confirmed and the beliefs of the staff, that the program was considered valuable by students, parents and teachers, have been confirmed.

These centers are serving a wide spectrum of types of pupils--those who do well in academics and those who do not; those whose behavior is good and a considerable number who have difficulty in this area.

Student responses related to the study conditions at home do not support the original assumptions regarding the lack of quiet conditions and helping persons. These responses must be mitigated in some part, however, by the fact that there might be some differences of opinion in what students would consider a quiet place to study and what the teachers would think. These student judgments must also be related to the fact that there is some evidence of overcrowding in the homes in the Project area.

It was impressive to note the proportion of students indicating that they had someone at home to help them on difficult work. Examination of the verbatim responses of parents of these same students to open-ended questions in the Parent Questionnaire reveals that the parents have made many grammatical and spelling errors. Comments such as "it help encurge (sic) my child," "it is verry (sic) helpful," "its have know (sic) weaknesses," and "I am not to (sic) phermelier (sic) with the Program but feal (sic) they are doing a good job. I have no disagrement fealings (sic)" are encouraging indicators of parent support. They have further significance, however, in that they indicate that <u>some</u> of the parent help, which students relate is available, may be limited. These errors were not ubiquitous but common enough to stimulate thought regarding the quality of help available.

One also wonders about the study conditions and availability of help in cases where students chose not to respond to the questions. It could be that a sizeable proportion of the non-responders preferred not to reveal less than desirable conditions and help.

Grade studies have not demonstrated any tendencies which are unique to either study center attenders or the randomly selected control groups. However, it is reasonable to assume that long-established patterns of behavior may not be overcome in a short span of time. It may take more than one or two hours per week during a school year to effect noticeable changes. Also, it may be hypothesized that the seeds may have been sown. The germination of, or growth in, attitudes and improved study application may be just beginning. It will be of considerable interest to follow these students over a longer period of time.

At this point it is probably too soon to make any conclusions about the effects of the program with any definitiveness. The attempt has been made to provide some evidence which goes beyond the fact that almost everyone involved in the study centers in the Oakland schools have reacted positively. Another whole area which is extermely interesting is that which has to do with the high school students who are doing the tutoring. This is the subject of a doctoral study now being conducted by Mr. Lawrence Edler at the University of California. The completion of this dissertation will be of considerable interest to all those interested in study center programs.

CONCLUSIONS

The following conclusions are presented in response to the questions raised in the problem section.

1. A wide sampling of students attend study centers; those who are doing below average, average, and above average academic work. Attenders were similarly rated on their behavior and work habits.

2. There are suggestions in questionnaire responses that these students are receiving needed help through their attendance at the centers.

3. Students rate the program highly and indicate they feel they are being benefitted by attendance.

4. There is no evidence in the grade data that grades have been influenced by study center attendance over a few months period.

5. Teachers strongly support the study center program and indicate a desire to have the center program continued.

6. Teachers indicated that the area of greatest program impact was in achievement in academic areas.

7. There is a strong indication of parent support of the program and a desire on their part to have the program continued.

8. There is some indication of improvement in the attitudes of students and parents toward the schools.

A follow-up study on the attitudinal and achievement progress of frequent attenders over a longer period of time would be a source of valuable information.

City of Oakland

REPORT ON EVALUATION OF ELEMENTARY SCHOOL LIBRARY PROGRAMS

Condensation

INTRODUCTION

As part of the concerted effort to alleviate reading problems in Project schools the proposal to Ford Foundation specified that librarian services would be provided to assist in developing reading programs and in aiding teachers in finding appropriate materials.

PROBLEM

The task undertaken in this report is to present an analysis of the information collected which relates to the Project library programs. Questions which are posed are as follows:

1. What effect has the presence of a special library program had on the volume of circulation in the two elementary school libraries?

2. Has there been any indication of heightened interest in library programs as indicated by increased attendance? How many actual contacts or to how many students is the librarian able to provide services?

3. What types of students are found to be participating in the voluntary programs the librarians provide?

4. What was the reaction of the faculties to the services offered to them and their students?

METHOD

Two skilled elementary school teachers with comprehensive librarianship training were assigned as full-time librarians at two Project schools. A general description of the services rendered by these librarians follows:

1. Consultation with teachers on materials appropriate for use in regular classroom programs in reading.

2. Assistance to teachers in developing reading activities.

3. Scheduling of class visits to the library.

4. Noon period story hours.

5. Consultation with students during the hour after school.

6. Meetings with book clubs.

7. Topical displays.

8. Assistance to teachers in developing reading activities.

9. Displays of special reporting devices.

10. Presentation of materials new to the library at faculty meetings.

11. Regular instruction in library skills.

Librarians kept records of weekly circulation tendencies which were forwarded to the office of the Project Director at different intervals. An annual report was submitted describing club activities, programs being initiated, circulation volumes, and other pertinent aspects of the programs at the respective schools. Most of the data herein reported were derived from these reports.

A faculty questionnaire was distributed to all of the teachers at the two schools at the end of the second year of operation.

In the early spring of 1964, teachers were asked to rate the reading performance levels of voluntary attenders. Lists of students who were considered consistent voluntary attenders in one or more voluntary programs were prepared by the librarians. These lists were presented to the teachers on a rating form. Instructions asked the teachers to estimate the reading performance level of each child. The categories used in these ratings were far above grade level, above grade level, on grade level, below grade level or far below grade level.

FINDINGS

Circulation of Books

Records on circulation for the pre-project period do not exist. However, some suggestion of the increase in circulation at the two libraries is obtained from the report of one of the librarians who noted that her early fall, 1962, monthly circulation was approximately 900 books per month. This might be roughly equivalent to one book per child in that school. By late spring this figure had jumped to nearly 3300 books monthly, a remarkable change.

Using a simple ratio of books divided by pupils, this librarian estimated an average circulation of forty-one books per pupil for the school year 1962-63 and fifty-nine books per pupil in 1963-64.

The extended school day program accounted for some part of the circulation increases. Estimated daily noon-time circulation was between 25 and 40 books at each library. Early fall, 1962, after-school circulation averaged about 35 books daily but this figure increased to 70 to 100 books daily by the end of the year.

Library Program Attendance Tendencies

As in the case of circulation figures exact daily records were not feasible. The librarians, however, were familiar with class sizes, club rolls, story hour attenders and other after-school visitors and this made possible the estimates which follow.

After-school attendance estimates range from 150 to 400 weekly in Project libraries which were kept open for an extra hour each day after school.

Children attending noon time programs were mostly third through sixth graders. Between 30 and 50 would come to story hours, to browse, or to check out books during

these daily sessions.

A total of nearly 200 individual children at one school and 350 such children at another school were fairly regular attenders in the voluntary library programs. Project librarians gave indications that they felt the voluntary attenders represented a broad spectrum of behavior types and achievement levels.

At all grade levels (excluding first and second grades at Stonehurst) students with a wide variety of reading skills are attending voluntary library programs.

Responses of Faculty on Questionnaire Related to Library Program

A questionnaire designed for gathering the opinions and reactions to the program by the teaching staff was administered in the spring of 1964.

In response to a question asking for an estimate of how good a job was done in the library program, 97% gave a rating of "very good" or "excellent." Two-thirds of these teachers indicated an "excellent" rating.

Unanimously the teachers noted increased interest levels in books and reading in the classes as a result of the program. Forty-three per cent indicated a "great increase" in this interest. Ratings on the effectiveness of the program in widening the reading patterns and interest were as follows: 33% "effective"; 50% "very effective"; 13% "extremely effective"; --a total of 96%. An increased amount of reading was noted in 88% of the classes. Thirty-one per cent of the teachers estimated the program had "greatly increased" the reading done by their students.

Accompanying teachers' verbatim comments related to strengths and weaknesses are overwhelmingly positive.

DISCUSSION

This report has not undertaken to determine the effects of the library visits or library club membership on reading achievement test performance per se. It is assumed that children do in general read the books they take out and that there are other values accruing from this process of checking out books.

Certain definite increases in circulation and regular attendance of students in both classroom visits and voluntary programs (which had not previously existed) are indications that the library has been brought in to a more prominent position in the school experience of these children. The students in these schools have now been more frequently exposed to the resources of the library and the potential rewards they offer.

Voluntary attendance, per se, is an encouraging sign of progress in building library interest. The wide spread of reading abilities possessed by these voluntary attenders speaks well for the program. Although the library program is directed toward fostering maximum growth in all students, the objectives of the Interagency Project include a strong concern for those who are doing poorly in reading and language development in the early grades. It would appear that a sizeable portion of these students are being served in the library program.

Teachers have attested to the wide variety of services provided and the values of these services. Teachers have expressed very high ratings on the effect of the library program in promoting interest, growth, and a variety of reading experiences in their students.

CONCLUSIONS

A. A large number of visits are being made by students in the Project library program. Virtually the entire school is receiving service.

B. Desirable improvements in interest levels seem to be reflected in large circulation increases in both schools.

C. Children of many reading skill levels voluntarily use the library indicating that the library is serving a variety of needs.

D. Teacher estimates of the value of the program as a whole are extremely high.

E. There is a strong interest on the part of the faculties in having such programs continued in the Project schools.

bc

10/2/64

City of Oakland

REPORT OF EVALUATION OF LANGUAGE ENRICHMENT PROGRAM AT STONEHURST CHILD CARE CENTER

Condensation

This report of evaluation must be prefaced by a statement regarding its limitations.

The reason the study is included at this time is to report on the techniques and the amount of time devoted. No particular significance can be placed on the results contained herein because of the sampling problems (sizes and baseline comparability) which were encountered.

INTRODUCTION

The primary objective of the language enrichment program at Stonehurst Child Care Center has been to prevent future learning disabilities in the area of language development. The program at Stonehurst Child Care Center has involved a group of over forty preschool, kindergarten and first grade children. The special language development program has been based on a series of approximately 100 lessons developed by Mrs. Dorothy Hansen, a Project staff member. These are brief lessons, 15 to 30 minutes long, emphasizing auditory and visual discrimination skills. They have been taught daily by regular members of the child care center staff. The program also included enriching the environment of the center through provision of materials (e.g. games, toys, books, records) and by making possible various excursions to develop experiential background prerequisite to the full development of language and language skills.

Another phase of the program, not covered by the present evaluation efforts, was in the area of parent education. This took the form of a series of evening discussion groups. Evidence of the success of this program is reflected in the substantial and consistent attendance record at these meetings.

PROBLEM

Assuming that the enrichment program would enhance the children's preparation for, or readiness for, language instruction certain standardized testing instruments measuring reading readiness, early reading achievement, oral language problems, and intelligence were selected for the purpose of ascertaining what benefits may have accrued in the children involved in the enrichment program. The potential effects of an enrichment program for deprived children are, in all probability, diverse and perhaps rather subtle in nature. Present evaluation efforts center on the determination of the effects of the enrichment program on selected aspects of the language development of the child care attenders. Assuming that positive effects of such a program would manifest themselves in performance on standardized tests, it is possible to formulate questions related to benefits which may have occurred as a result of the child care language enrichment program.

A. Will children in the language enrichment program show improvements in their scores (I.Q.) on the Peabody Vocabulary Test?
B. Will I.Q. scores of children in the Stonehurst language enrichment program increase more than children in the control child care center?

C. Will children in the Stonehurst language enrichment program perform better than comparable children at the control child care center on reading readiness, reading achievement, and speech diagnostic tests?

METHOD

Selection of Experimental and Control Centers

Both Stonehurst and control child care centers are located within the area selected as the Oakland Interagency Project area; roughly defined by the high school district boundaries. They have been described by child care center staff as comparable in terms of racial composition, economic level, transiency, etc. The children in both centers come, in great part, from homes where fathers are absent, mothers must work, and families are composed of products of existing and previously existing marriages, as reflected in the variety of surnames carried by the children within one family group.

An attempt was made to document the family and economic conditions experienced by these children but a number of problems surrounding the collection of this information made the analysis of these data unfeasible.

Subjects of this Evaluation Study

From the beginning of the enrichment program an attempt was made to obtain baseline psychometric measurements on all children at both centers in the age categories of two years to six years. This became a very difficult task, however, due to the time involved, the busy schedule at the center, and the child turnover in the centers which was mentioned in the opening paragraphs.

In the early planning for evaluation it was anticipated that matching of experimental and control subjects would be possible. The unfeasibility of this, however, becomes apparent when one discovers the sub-group sizes. These sub-groups range in size from five to fourteen. The elimination of "non-matching" cases would nearly have destroyed some sub-groups. It is fully realized that the experimental and control groups are only roughly comparable.

Table I below presents the total numbers of children in each age category who were included in the study. These are children for whom there were complete data in one or more types of testing. In other words, a child may have been included in a study of I.Q. changes but not in a section on reading readiness because the latter data were not available.

Table I. Numbers of Subjects in Child Care Language Enrichment Project Evaluation Study

AGE GROUPS*	STONEHURST CHILD CARE CENTER (Experimental)			CONTROL CHILD CARE CENTER (Control)		
	Boys	Girls	Total	Boys	Girls	Total
6 year olds - first grade	8	6	14	4	3	7
5 year olds - Kindergarten	6	9	15	6	7	13
4 year olds - pre-school	5	9	14	3	8	11
TOTALS	19	24	43	13	18	31

*The descriptive categories are based on status during the 1963-1964 school year. Original involvement, in some cases, began when they were three, four and five years old. Data on the original two-year old group are not included.

Measuring Instruments

Measurements were obtained with five instruments - three normed, standardized tests; one diagnostic instrument; and one teacher rating scale devised by the Research Assistant.

At test I both groups were at the lower end of the traditional "normal" classification and less than three points apart in mean scores. On the retest both groups had made impressive gains but those in the Stonehurst group were much larger -- nearly twice as large numerically.

DISCUSSION

The initial intention of these evaluation efforts, that of demonstrating a clear advantage in language development in an experimental group of child care children as compared to a control group of comparable children, has not been realized.

In cases where the two groups were initially comparable, the comparisons between the Stonehurst enriched groups and the control groups failed to demonstrate any clear superiority of the enrichment group in (1) I.Q. score gains, (2) reading readiness scores, or (3) reading achievement scores.

The significance of the data from the speech diagnostic testing is not clear in light of the incomparability of the two child care groups on their initial testing. Another factor precluding further interpretation is the absence of data or norms giving "normal" expectancies of error diminution.

Comparisons of these groups, experimental and control, to the Stonehurst kindergarten and first grade total groups reveals no particular deviation in reading readiness or reading achievement. No support is given to the original grant proposal assuming that child care students, unaided, will not be ready for or progress in the schools' language program. One must hasten to add that this evaluation study does not present a refutation of this assumption for two primary reasons: (1) The study samples were extremely small and represent only two child care centers, (2) The instruments used in the evaluation could have conceivably been insensitive to some basic manifestations of deprivation - e.g. lack of motivation, absence of potential for expanding experiential background, etc., which may later preclude normal progress.

CONCLUSIONS

From the data obtained with the measuring instruments used in this evaluation study, no superiority has been demonstrated in children attending the child care language enrichment program as compared to other similar child care children on reading readiness, reading achievement, or intelligence quotient gains.

Children attending child care centers in the two sub-communities' studies have shown significant gains in I.Q.

The children attending the Stonehurst Child Care program did not deviate significantly from their classmates on reading readiness or reading achievement insofar as it is possible to be determined in the small study samples and with the measuring instruments utilized.

10/6/64/mm

City of Oakland

REPORT ON THE EVALUATION OF THE INTERAGENCY SCHOOL PROJECT'S COUNSELING PROGRAM AT ELEMENTARY AND JUNIOR HIGH SCHOOL

Condensation

INTRODUCTION

Augmenting the adjustment of new pupils to new school situations was a major concern referred to in the original proposal to the Ford Foundation. This proposal specified that school counseling services would be provided at designated elementary and junior high schools to receive, study, counsel and place students.

The problems related to newcomers and the compensatory course of action suggested are outlined in the following quotation from the Proposal:

> "At present, newly arrived students are enrolled and assigned to classes with necessarily minimal attention to their particular abilities and needs. Unavoidably, students are often misplaced, especially when they arrive, as so many do, without transcripts or records or previous work. Little can be done to fit the student to the school or the school to the student on an individual basis.
>
> "The reception staff will aim to individualize the placement of the new pupil. It will assess his achievement level and capacities, counsel him, and arrange for remedial work or guidance as may be indicated. Parents will be interviewed and an attempt made to enlist their cooperation with the school."

PROBLEM

Questions for which this report sought answers are as follows:

1. How effective was the reception program for newcomers in these Project schools?
2. What are the newcomer enrollment trends in Project schools and from what sources do they come?
3. What are some of the basic demographic characteristics of newcomers in Project schools?
4. How effective have counselors been in helping teachers to deal with the abundant behavior and attitude problems in these schools?
5. Are there any benefits evident in the grades of group and individual counseling subjects?
6. Is there any suggestion in teacher estimates that home-school communication has been facilitated?

METHOD

To implement the counseling program, a project counselor was assigned to each of the following three schools: Madison Junior High School, Stonehurst Elementary School, and Sobrante Park Elementary School. The activities of the counselors included:

1. Programming newcomer students.
2. Individual interviews with parents.
3. Follow-up meetings with students.
4. Arranging meetings between newcomer parents and community leaders.
5. Home visits.
6. Inaugurating parent group meetings.
7. Consultations with teachers.
8. Intensive individual and group counseling programs with children exhibiting disturbed and/or disturbing behavior.
9. Responsibility for augmenting student government programs.
10. Leadership development programs.

Teacher Questionnaire

A teacher questionnaire was devised to sample the opinions of the faculties at the Project elementary schools relative to the counseling services which they had received.

Study of Counselees' Grades

At the end of the 1963-1964 school year grades of elementary students who had been in the counseling programs during the school year were collected. A baseline was established at Report Period One (October, 1963) and notations of change from that period until June were made. For present purposes two analyses were done. An analysis of six academic subject areas was made through the use of a grade point average. The other analysis utilized only behavior grades since, in most cases, counselors were dealing with children manifesting behavior problems. Six academic grades were specified as reading, language, spelling, arithmetic, social studies and listening. A five point scale was used in computations and analysis. A "U" (unsatisfactory grade) received a zero equivalent; an "N" (needs improvement grade) received a one equivalent; and "S" (satisfactory grade) received a two rating; a "G" (good grade) received a three rating; and an "E" (excellent grade) received a four rating.

A total of fifty-one counseling subjects, who were considered to be regular recipients of counselors' services, were included in this grade analysis. A control group was devised in the following manner. A random selection of every sixth report card in the teacher's report card packet was selected as a control subject. This was done in each classroom which had one or more counseling subjects. A total of 75 of these report cards were used as the control sample.

Face Sheets on New Families

The counselors completed a face sheet on new incoming families.

Enrollment Trends 1962-1963

Certain basic descriptive information concerning the month-by-month enrollment of newcomers at each of the Project schools is included as obtained from official enrollment figures.

Seventh Grade Newcomer Questionnaire

A sample of newcomer students for the first three months at Madison Junior High School were asked to respond to a questionnaire presented to them in the fall. These students represent the seventh, eighth and ninth graders who were given Project-provided reception services during these months.

FINDINGS AND DISCUSSION

The responses of teachers and students to the reception services for newcomers indicate a positive acceptance of this program. Ratings of effectiveness given by teachers are high and there were comments indicating a desire for a continuation of these services. Of the reception services at the junior high school level the student guides appeared to be the best received by newcomer students.

There is a strong suggestion that teachers have shared in the responsibility for aiding new students to adjust to new school surroundings in the student questionnaire responses. These students, for the most part, indicated receiving adequate help with new course work. Junior high school newcomers also related that their parents considered the school to be "interested" in its new students.

The newcomer enrollment load is of considerable size at all three Project schools but particularly Stonehurst. Although the percentage figures do vary from month to month, the actual or numerical load would indicate an ever-present need for providing for the receipt of newcomers.

Between 1/5 and 1/3 of the newcomer families are atypical in one sense or another. The families are larger than is typical in the project area. A large percentage of the newcomer parents were born in Southern states or states bordering the south. Only a few children were born in these areas.

The vast majority of the families new to these schools have lived for some period of time elsewhere in Oakland. Many others have lived in other parts of the Bay Area and/or California. These facts are apparent from the records of previous school enrollments reported.

Less than one-half of the mothers in school newcomer families have completed high school. Only about one-third of the fathers have this much education. As far as can be determined from the data, there is less unemployment among the newcomer male heads of households than was characteristic of the Project area in the 1960 census. The fact that 1/4 reported that they were buying homes would suggest plans for staying in the area for some time.

The teacher evaluation of the value of the counselor's consultative services is very positive. The majority of the ratings were in the categories of "very good" and "excellent."

Although it cannot be said that the counselees manifested impressive increments in academic or behavior grades, it will be noted that they did not go down in these areas. This would have particular meaning if one accepted an assumption that there was a negative expectancy or prognosis for these students. In other words, students manifesting behavior problems might be expected to become more and more alienated from the school objectives and activities. Consequently, their grades might be expected to reflect increasingly their disinterest, uncooperativeness, and lack of participation. If this negative expectance, which has been discussed by many, is true the fact that the counselee grades did not decline could be some indication of the success of the counseling program.

CONCLUSIONS

Counseling services in the area of newcomer reception provided by Project staff have been rated highly. They have been considered effective by the professional staffs at the elementary schools.

Newcomer enrollment trends indicate that the vast majority of the families are not new to the city or Bay Area at the time they were received in Project schools.

A significant portion of the newcomer students' families are not totally intact in the sense of having two natural or step parental figures present.

There are a large number of newcomers in the Project area, particularly at Stonehurst Elementary School. The magnitude of the newcomer load would warrant continued provisions for newcomer reception services.

At present, no trends toward <u>better</u> <u>or</u> <u>poorer</u> grades may be noted for counseling subjects.

Teachers estimate that the counselors have augmented home-school communication considerably.

10/5/64/mm

City of Oakland

SCHOOL-RECREATION LANGUAGE ARTS DEVELOPMENT PROGRAM

Progress Report

BACKGROUND OF THE PROGRAM

During the school year 1963-1964, the Oakland Recreation Department and the Oakland Public Schools, working cooperatively, developed a joint Language Arts program at Stonehurst Elementary School. This inter-agency program was designed to give assistance to fourteen children who had had previous difficulties in adjusting to school and in acquiring the necessary language arts skills to progress in school.

As part of the program the Recreation Department provided a recreation specialist with dramatic background to work with these children with language handicaps. This specialist provided the children with an opportunity to make puppets and use them in dramatic presentations.

STATEMENT OF THE PROBLEM

Specifically, the problem under investigation here is how do parents retrospectively evaluate the worth of a program which uses puppets and dramatic presentations as an aid to overcome language handicaps.

METHOD

The design of the study is what Campbell and Stanley[1] have termed a pre-experimental one-shot case study, These authors point out that in the total absence of control such studies have little value except as a minimum reference point. Therefore, results and conclusions should be accepted as descriptive only and implied comparisons foregone by the reader.

Data for the study was gathered by a questionnaire administered to the parents of ten of the fourteen children involved in the program. Information gathered pertained to the parents' attitude toward the program.

The questionnaire consisted of four scales concerned with discussion of the program at home, worth of program, desirability of future programs, and enjoyment of the program by the participants. Each scale could be rated from highly favorable to highly unfavorable.

PRELIMINARY RESULTS

On these four scales it is possible that all ten parents could have rated the program either favorably or unfavorably on each of the four questions. There are a total of forty possible impressions ranging from forty very favorable impressions to forty very unfavorable impressions. The actual number of parents who gave very favorable responses was 29. There were 9 other responses classified as favorable (see table next page). Only two impressions were found to be unfavorable, and no responses were found to be very unfavorable (see table next page).

[1] Campbell, Donald T. and Stanley, J. C., "Experimental & Quasi-Experimental Designs for Research on Teaching" in Handbook of Research on Teaching, N. L. Gage, Ed. Rand-McNally & Co., Chicago, 1963, pp. 176-177.

Table 1: Favorable vs. Unfavorable Responses on Language Arts Parental Questionnaire

	Very Favorable	Favorable	Unfavorable	Very Unfavorable
Enjoyment	8	2	0	0
Discussion at Home	7	2	1	0
Increased Interest	4	5	1	0
Future Involvement	10	0	0	0
TOTALS	29	9	2	0

If a numerical value of 4.0 is assigned to the very favorable responses and a score of 1 to very unfavorable responses then it is possible for the respondents as a whole to obtain an average score for all scales varying from 4.0 to 1.0. The responses showed a mean of 3.6. This means that every respondent gave at least three favorable responses out of four opportunities.

City of Oakland

OAKLAND RECREATION DEPARTMENT

EVALUATION OF AN EXPERIMENT IN INTERGROUP ATTITUDES

Condensation

PURPOSE

This study assesses the affects of a program designed to foster positive attitudes toward ethnic differences. The program was implemented within the context of a one-week experimental Day Camp sponsored by the Oakland Recreation Department. The hypothesis being tested postulates that participation in a program designed to demonstrate the contributions of different ethnic groups in American life will result in positive behavioral and attitudinal changes toward members of other ethnic groups.

METHOD

The sample contained 100 children between the ages of 7-11 who are residents of a district having a large proportion of Negro families and 100 children from a district which includes white, upper middle class families. An experimental group consisting of ten groups of twenty children and a control group consisting of four groups of twenty children were matched on the basis of age, race, sex and father's occupation. The cross-race behaviors and attitudes of both the experimental and control group were measured at the beginning of the study and at the conclusion of the study. Children in the experimental group participated in a program consisting of folk singing, construction of varied cultural artifacts, introduction to foods and games having diverse cultural origins, utilization of skits, stories and plays illustrating the demographic diversity of American life, and a nature museum showing man's common heritage.

Two measurement techniques were utilized. The first method assists the behavioral level and employed socio-metric choice within a game context. Each child distributed three slips of paper to other children, thus providing a record of "choosers" and "chosen". The second method assisted the attitudinal level and utilizes the Ethnic Pictures Test. Four ethnic groups -- Oriental, Latin American, Negro, and Caucasian -- were represented by twenty pictures.

FINDINGS AND CONCLUSIONS

1. Girls overwhelmingly preferred girls, and boys overwhelmingly preferred boys.

2. As measured by the socio-metric choice technique more positive cross-race attitude change was found in the experimental group than in the control group. This measure was in conformity with the experimental hypothesis that participation in a program demonstrating the contributions of different ethnic groups in American life would result in positive behavioral and attitudinal change toward members of the opposite race.

3. The net experimental effect in the direction of positive change was somewhat greater for the Negro children than for the white children.

4. The results of the Ethnic Pictures Test responses did not confirm the hypothesis of program participation resulting in positive change toward members of the opposite race. The change which did take place, although very slight, was consequently a negative direction.

5. Negro boys and girls are more likely to choose pictures of white children than white boys and girls are of choosing Negro.

6. With the exception of Negro girls, children of blue collar fathers were somewhat more accepting of divergent racial and ethnic groups than were the children of white collar fathers.

7. Previous studies have shown that ethnocentricity increases with age. Only the boys in this study showed this relationship between ethnocentricity and age, with the older boys being less willing to accept other groups than the younger boys.

Editors Note: The findings 3-7 were not statistically significant and should be interpreted accordingly.

City of Oakland

ASSOCIATED AGENCIES - (ELEMENTARY SCHOOL PROGRAM)

Progress Report

Effectiveness of Intervention

Since the time of the last report the research department has identified 100 boys in elementary schools who are being subjected to the Associated Agencies process of delinquency prevention. This is the experimental group. In addition we have identified 100 boys from the same schools who are not being subjected to intervention on the part of Associated Agencies. This is the first control group. In addition, we have identified 122 boys who, on the basis of the same referral criteria by which the experimental group was chosen, are comparable to the two preceding groups but who attend school outside of the project area. This is the second control group.

Descriptive information on all groups of boys has been gathered from the schools which they attend. The first teacher ratings on all subjects have been gathered. Finally, all of the boys in the experimental group have been discussed at unit meetings of the Associated Agencies, plans for action for each of the experimental group have been generated and in many cases action has been undertaken. The next rating of behavior by teachers will take place in November, 1964, which is the time of the fall semester grading.

The Process of Inter-agency Coordination

At all unit meetings a participant observer has been present to obtain process information related to how participating agencies identify problems, and intervene with the children under discussion. The notes of the participant-observer have been examined for patterns of behavior among staff members from participating agencies which lead to the formulation of common goals, the delegation of responsibility for action, and for leadership on the part of participating agencies in establishing goals, plans for action and for implementation.

The Volume of Inter-agency Communication

In accordance with proposed study of inter-agency communication outlined in the last report the research staff has taken the following steps:

1. We have delineated an area in North Oakland which is as nearly comparable to the Castlemont area as possible. The criteria for comparability were: percent Negro population, average household size, median family income, median years of school completed, unemployment rate, and median I.Q. of school children. In general, the ranges of these measures was greater in North Oakland than in the Castlemont area. The mid-points of the measures were, however, close to one another.

2. We have identified the field workers from each participating agency in both the experimental and control areas. In all there are 110 workers in the two areas. These workers will fill out the checklist of communications.

3. Instructions for filling out checklists of communications were developed.

4. All participating agencies have been briefed on the purpose of the study and on procedures for using the checklist of communications.

5. Reports from participating agencies are being received regularly.

6. Provisions for filing and coding data received are being developed.

10/2/64/mm

City of Oakland

ASSOCIATED AGENCIES - GROUP COUNSELING FOR BOYS IN ELEMENTARY SCHOOLS

Condensation

INTRODUCTION

This group counseling experiment evolved from the idea that many boys manifesting anti-social behavior are not capable of enjoying satisfying relationships with other boys and adults. Therefore, a recreation-counseling program was designed to provide a group of boys, selected for their anti-social behavior various kinds of supervised experiences.

A major underlying assumption by the designers of this experiment was that these boys have a need for someone to live with them through their aggressions. In the past, aggressive acts by these boys turned satisfying relationships into fights, bickering, crying and general unhappiness. This group was to provide the rock which would not be smashed by the temper and imagination of eleven and twelve year olds.

METHOD

Two sets of subjects each containing eighteen boys were selected as experimental and control groups. These groups were matched on I.Q., race, age, school principal's choice for future group counseling, and negative comments reported by the boys' past teachers. The experimental group was involved in an activity and counseling program while the control group was not. Additionally, the parents of the experimental group met to discuss problems of mutual concern and interest.

The instruments used to measure differences before and after the experimental period were:

1. An adjective checklist designed to measure leadership, academic, and athletic ability.

2. A sociogram designed to discover how much or how little the experimental and control groups had been incorporated into the society of their peers after participation in the program.

3. A parent questionnaire designed to determine whether or not they saw changes in their children's behavior since starting in the group.

4. Principals' evaluation of the experimental group in terms of behavioral changes since the program was initiated.

CONCLUSION

Although the results gathered by these instruments regarding the children themselves failed to reach significance, the following tendencies are revealed through an examination of the data. The foregoing restriction means that caution should be exercised in interpreting the results.

1. Teachers tend to rate the behavior of all boys, both experimental and control, worse at the end of the school year than at its beginning.

2. The experimental group was rated marginally higher on leadership than was the control group at the time the experiment terminated.

3. The experimental group appears to be more stable as measured by the instruments described above, than the control group. They showed an equal number of positive and negative changes through time whereas the control group showed a steady deterioration in three areas while there was slight improvement in only one area.

4. The principals felt that the behavior of the boys in the experimental group had not changed as a result of participating in the program.

5. Parents of the experimental group felt that the boys' behavior and attitude had improved greatly as a result of participation in the program. They were of the opinion that the group had been of significant help in solving the boys' problems.